The Report of the
Accreditation Visiting Team

Park City High School

1750 Kearns Blvd.
Park City, Utah 84060

March 21-22, 2006

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

THE REPORT OF THE
VISITING TEAM REVIEWING

Park City High School

1750 Kearns Blvd.
Park City, Utah 84060

March 21-22, 2006

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D.
State Superintendent of Public Instruction

DIVISION OF
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Myron Cottam, Associate Superintendent

Brett Moulding, Director
Curriculum and Instruction

Georgia Loutensock, Accreditation Specialist
Curriculum and Instruction

Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 21-22, 2006, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Park City High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Hal Smith is also commended.

The staff and administration are congratulated for their desire for excellence at Park City High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Park City High School.

Patti Harrington, Ed.D.
State Superintendent
of Public Instruction

PARK CITY SCHOOL DISTRICT

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Brent Chaston.. Supervisor, Transportation and Maintenance
Mary Haugen .... Supervisor, Elementary Education
Kathleen Britton..Supervisor, School Lunch

PARK CITY SCHOOL

ADMINISTRATION AND STAFF

School Administration

Hal Smith ....Principal
Hilary Hays .... Assistant Principal
Janice Jones... Assistant Principal

Counseling

Jerry Fiat .... Counselor
Joan Mills...Counselor
Laurie White ....Counselor
John Hall ....Counselor

Support Staff

Carol Acker	Special Ed Aide	Kirsten Kobler	Communication Aide
Laurie Alexander	Safety Coordinator	Andy Lee	Computer Tech
Dana Ardovino	Scholarship Coordinator	Matt Mapstone	Study Hall
		Leslie McNaughtan	Finance Secretary
Tara Bacon	Special Ed Aide	Louise Monk	Custodian
Kathy Barnes	Custodian	Kebin Normington	Custodian
Jeri Bigelow	Kitchen	Patty Parrish	Media Assistant
Cindy Blair	Kitchen	Carolee Polvere	CTF
Marie Blair	Custodian	Lois Prescott	Kitchen
Becky Broadhead	Secretary, Counseling	Shirley Quayle	Kitchen
		Barbara Ryan	Special Ed Aide
Dena Fitzsimmons	Secretary, Attendance	Scott Sine	Safety/Trading Cards
Karen Grooms	Registrar	Becky Smith	Custodian
Austin Haacke	Translator	Barbara Swenson	Secretary, Main Office
David Hallock	Eccles Tech		
Bruce Horrocks	Custodian	Ken Woods	Custodian
Duane Horrocks	Custodian	Sue Woolstenhulme	Kitchen Manager

Faculty

Gina Agy	Donna Hall	Doug Payne
Maureen Amendola	John Hall	Renee Pinkney
Christa Anderson	Dennis Harrington	Ed Potts
Reid Anderson	Hilary Hays	Michelle Provost
Roger Arsht	Brian Hoyt	Mary Purzycki
Marilyn Bailey-Stowe	Janice Jones	Dana Reilly
Paula Baltzan	Bill Kahn	Bernard Rizzotto
Bonnie Beaty	Jennifer King	John Sanders
Kelly Blasé	Aurora Kiser	Jesse Schaub
Anita Booher	David Knell	Mike Shepherd
Wendy Burningham	John Krenkel	Hal Smith
Bob Burns	Kyle Lewis	Rick Smolak
Maggie Carley	Chris Maddux	Martyne Stout
Pam Carlquist	Tara Martin	Chris Taylor
Steve Crandall	Brandon Matich	Laura Wally
Dan Elbert	Charlie Matthews	Craig Watson
Martin Fairbanks	Gail McBride	Jamie Weekes
Jerry Fiat	Barbie Mills	Laurie White
Jim Fleming	Joan Mills	Cindy Wilcox
Josh Flicker	Ed Mulick	Paul Willard
Derek Furch	Ciara Murano-Steele	Tony Winterer
Susan Galusha	George Murphy	Jeff Wyant
Kavin Goode	Matt Nagel	Kelly Yeates
Burlene Greer	Lars Nordfelt	
Katie Grimm	David Patterson	

PARK CITY HIGH SCHOOL

MISSION STATEMENT

The Park City High School community will, in a safe environment, enhance the academic and life skills of each student. Students are the center of our thoughts and focus of our dreams.

BELIEF STATEMENTS

- Student learning is the chief priority of our school

- We provide a positive environment for all students

- We provide programs geared towards strengthening the overall mastery of core subjects

- Our support services instill pride in all students for their own accomplishments and their school community

- Park City High School strives to maintain/improve all of our core test averages, our AP test passing rate, our UPASS (BSCT) pass rate, and our ACT/SAT results

- In partnership with the home and community we work to increase the opportunity for students for individual learning, work and research experience

MEMBERS OF THE VISITING TEAM

Paul O. Hansen, Olympus High School, Granite School District, Visiting Team
   Co-Chairperson

Christine Huley, Granite School District Office, Visiting Team Co-Chairperson

Ann F. Anderson, Springville High School, Nebo School District

Marsha Forsgren, Uintah High School, Uintah School District

Bryan Jenkins, Clearfield High School, Davis School District

Joel V. Miller, Orem High School, Alpine School District

Mary Moulton, Uintah High School, Uintah School District

Doreen Pilling, Tooele School District Office

VISITING TEAM REPORT

PARK CITY HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Park City High School began in 1901 with five graduating seniors. In 1928 a high school was built that housed students until 1977, when the current building was constructed. Park City High School presently faces the challenge of major remodeling, to be completed in 2008. In 1977 the enrollment was 167 students. Today the enrollment of 10th, 11th, and 12th graders at Park City High school totals 919. Park City has the highest median household income of any city in the state at $65,800, as well as the highest median family income ($77,137), compared to the state averages of $45,987 and $51,884 respectively.

Park City High School has strong community support with an active Parent Student Teacher Organization (PSTO) and Community Council. Park City School District has never failed to pass a bond measure.

Students at Park City High School are offered Advanced Placement classes and concurrent enrollment. The Advanced Placement program has placed Park City High School in the top two percent of all school districts in the nation.

The school provides exciting opportunities to connect with students such as:

- Orientation for the 9th grade students entering Park City High School.
- A counselor hired specifically to respond to the needs of all students.
- A scholarship advisor.
- An "Academics Counts" program that helps track at-risk students.

Park City High School has received a Seventy-Five Year Award from the Northwest Association of Schools, symbolic of the school's dedication and commitment to student achievement and school improvements.

a) *What significant findings were revealed by the school's analysis of its profile?*

> The school has determined that its students are achieving on or above average on state and national standardized tests scores. There has been an increase in the enrollment of ELL and limited English proficient students, reflecting changing demographics. According to results from surveys of graduating seniors, students have confidence that Park City High School is preparing them to meet the challenges they face after high school. Students feel the school has an atmosphere

of mutual respect and caring and teachers have high expectations for quality work.

b)   *What modifications to the school profile should the school consider for the future?*

The Visiting Team recommends that Park City High School continue and extend its efforts to systematically collect and analyze relevant data in order to guide decision making in relation to instruction and curriculum.

Suggested Areas for Further Inquiry:

- Continue to investigate the need for services that will support the success of ELL students.

- Gather all disaggregated data by gender and ethnicity, including AP scores, number of concurrent enrollment students, free and reduced-price lunch, attendance, suspensions, IEP students, grade point averages, extracurricular participation, and vocational skills certification.

- Involve all stakeholders in gathering information to further the school's self-study using the suggested National Study of School Evaluation (NSSE) surveys for parents, teachers, and students.

- Using the disaggregated data, justify the need to create collaborative time among all stakeholders.

CHAPTER 2: THE SELF-STUDY PROCESS

a)   *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The Visiting Team did not find evidence in the Park City High School self-study that a comprehensive, collaborative self-study was completed. The Visiting Team recommends that the school use the NSSE survey and rubrics as a tool to identify needs with the school community and to establish the desired results for student learning and an action plan with a time line.

b)   *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The self-study addresses many strengths but does not clearly articulate a defined plan for future school improvement.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Park City High School's school's desired results for student learning (DRSLs) are as follows:

1. Continued tutorial and remediation programs to assist all students
2. Improve student writing
3. Review and implement needed elements for assisting sub-groups of NCLB
4. Continue the WISE program
5. Promote the cohesiveness of and pride in the school community
6. Promote a safe and positive school environment

Shared Vision, Beliefs, Mission, and Goals:

a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

Park City High has developed a mission statement. The school mission states that Park City High School community will, in a safe environment, enhance the academic and life skills of each student. While specific groups were involved in the development of the school mission statement, further collaboration needs to be explored to ensure ownership among all stakeholders.

b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Park City High School identified the following beliefs in its self-study:

- Student learning is the chief priority of our school
- We provide a positive environment for all students
- We provide programs geared towards strengthening the overall mastery of core subjects
- Our support services instill pride in all students for their own accomplishments and their school community
- Park City High School strives to maintain/improve all of our core test averages, our AP test passing rate, our UPASS (BSCT) pass rate, and our ACT/SAT results

- In partnership with the home and community we work to increase the opportunity for students for individual learning, work and research experience

The Visiting Team did not find evidence that the beliefs reflected consensus among all stakeholders. The Visiting Team recommends that beliefs be created as a result of extensive processing with all stakeholders to ensure ownership and reflect the general beliefs and ongoing commitment of the school community.

c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The Visiting Team found that the DRSLs as stated were more like action steps than general desired outcomes for student learning. (For instance, the first DRSL states the following: "Continue tutorial and remediation programs to assist all students.")

While DRSLs were noted, the Visiting Team did not find evidence that they reflected a consensus among stakeholders within the school community. The Visiting Team recommends that the current DRSLs be reviewed and revised by stakeholders within the school community to better reflect desired outcomes for student learning and to ensure that there is buy-in among all stakeholders.

Curriculum Development:

a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

It is apparent that individual departments are working to ensure that the curriculum is aligned with the Utah State Core. Some departments are also using curriculum maps for alignment. The Visiting Team recommends that the staff devote more effort to working collaboratively across departments to help students achieve.

b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Except for the DRSL to improve student writing, Park City High School's identified DRSLs should be revisited and revised to clearly reflect worthwhile expectations for student learning and measurable student outcomes, which can then be reflected in a viable action plan. The Visiting Team recommends further that all stakeholders (teachers, staff, students, and parents) be involved in the refinement of the DRSLs.

The Visiting Team recognizes that Park City High School is concerned about all students and has implemented several intervention programs to assure student achievement. The Visiting Team recognizes the unique perception that all stakeholders are concerned with the achievement of students at every level, including the middle group of learners. The Visiting Team recommends that more effort be made to coordinate the curriculum across all departments, which will lead to a shared vision for student learning.

Quality Instructional Design:

a)   *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

It was evident that the professional staff individually, and in some cases collectively, designs and demonstrates a variety of effective instructional strategies that not only actively engage students, but also address a variety of student learning styles. Interviews with students indicated that teachers should continue to use a variety of instructional strategies that actively engage all students, including advanced and honors programs.

Instructional strategies and learning activities need to be aligned with school-wide instructional goals, DRSLs, that support student achievement.

b)   *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

In each of the classes observed, teachers were using a variety of instructional strategies within the block of instructional time. Park City High School has established a positive academic learning climate that emphasizes students' mastery of essential knowledge and skills, as well as higher order thinking skills that require students to apply their learning in meaningful contexts. Teachers need to continue to utilize "best practices" to ensure that all learning styles are being accommodated.

c)   *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

It is very evident, based on feedback from students and parents, that the staff is dedicated to providing a variety of opportunities for students to receive additional assistance. The Visiting Team commends Park City High School's intervention program and concern for at-risk students. Programs such as the Math Tutors, Senior Tutors, Lay Readers, and Homework Club provide students with additional support to ensure that all students have opportunities to succeed.

Quality Assessment Systems:

a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Because the DRSLs are not fully developed or well defined, there has not been time to identify or develop appropriate assessment instruments. The staff is encouraged to continue the process of developing the DRSLs so that appropriate assessments can be developed. Based on standardized test scores, the students at Park City High School are achieving; however, disaggregated data needs to be analyzed to determine who is learning and who is not.

b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

An understanding of school-wide DRSLs is vital if student performance is to be accurately assessed. The Visiting Team observed that some departments have clearly identified performance standards and have attempted to align those standards to the writing DRSL. The staff is encouraged to develop similar assessment tools as other DRSLs are identified.

c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

It is evident that individual classroom assessments at Park City High School are consistent and fair to all students. This is particularly clear as the staff modifies and develops alternative assessments for ELL students.

Leadership for School Improvement:

a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The school has established an academic learning environment in which high expectations and focused support are provided for all students of the Park City High School. Based on conversations with teachers, administrators, the School Community Council, students, and parents, interventions and instructional strategies are identified and implemented. The school community committees work collaboratively to provide professional learning, in areas such as differentiation and SYOP training. Conversations with teachers and students, as well as observations of classrooms and school activities, demonstrate that an

academic learning climate supports teaching and learning for the students of Park City High School.

b)   *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The school student achievement plan drives the interventions and professional learning needed for the educators to address the learning needs of the students of the Park City High School. For example, the Student Success team meets weekly to discuss student needs and determine the appropriate interventions necessary to ensure that every student is successful.

Various research-based strategies are identified by the school teams that address the current learning needs of students. For example, with the increase in the Hispanic population, ELL strategies and differentiated instruction are being infused in the professional learning and ultimate transfer into classroom practice. Although various committees use their data to drive instructional decisions that are research-based, a comprehensive, collaborative design that is inclusive of all stakeholders is needed.

c)   *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Based on discussions with school leadership, which is currently comprised of the administration, School Community Council, and departments, student achievement and instructional effectiveness are monitored by studying student work, and using the JAPASS instrument. A comprehensive approach to understanding who is learning and who is not learning should be established to ensure that the entire school community has a clear vision of the data-driven decisions that have been made. Individual committees are dedicated to using data to drive the actions needed by the school community; however, the involvement of all stakeholders is the next step in this process.

d)   *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

In coordination with the School Community Council, parent organization, and administration, resources are secured that address and support the learning needs of the school's student population. Trust Land funds scholarship programs and foundation support are aligned with the changing needs of the student population. One evidence of skillful stewardship specific to Park City High School is the ability of the school leadership, teachers, students, and parents to adjust to the renovation currently taking place, as well as the transition of a grade

configuration from nine-twelve to ten-twelve. All stakeholders are supportive of the changes taking place at Park City High School.

e)   *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

In conversations with the school leadership – administration, teachers, parents, and students – it was seen that careful study is in place as decisions are made to determine the use of resources and allocations that support the school goals. For example, an intervention counselor specifically addresses the mental health issues of students, and an ELL program has been implemented to meet the diversity issues of students. A lack of community understanding of the concept and purpose of the desired results for student learning limits the ability of the Visiting Team to assess to what degree these decisions align with the DRSLs. and the school improvement efforts.

f)   *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership does empower and support the school stakeholders to be creative and determine interventions, staffing, professional learning, and resources for the advancement of student learning. However, the leadership emerges in smaller committees as opposed to a school-wide, inclusive design that supports collaboration, participation, and shared responsibility among the whole school community for student learning.

Community Building:

a)   *To what extent does the school foster community building and working relationships within the school?*

Park City High School is a very nurturing and caring school that effectively supports students and the staff. Clearly Park City High School has made great efforts to provide an environment that promotes high standards and focuses on student success and achievement. The staff members have expressed a very positive opinion of the school and seem to have a very good working relationship with each other.

Student interviews indicate that the students feel safe and valued within the school. They feel that their teachers are well qualified and that they are not just teachers to them, but are also mentors and friends the students can trust. Interviewed students said they like the school and enjoy the many activities and classes that are provided.

The PSTO is intricately involved in the school's community and is valued for its members' involvement and guidance. The administration understands that the whole school's community climate is created and fostered through each stakeholder; this includes students, faculty, parents, and the local community.

b)   *To what extent does the school extend the school community through collaborative networks that support student learning?*

Park City High School is at the forefront of collaboration and providing student support learning. The school has many programs in place to clearly address the needs of all students. Some programs are particularly noteworthy, such as a well functioning peer tutor program, the Natural Helpers program to pair new students with positive role models, Instructional Teaching Assistants, and the Senior Tutor programs.

Culture of Continuous Improvement and Learning:

a)   *To what extend does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Park City High School's organizational system and culture are supportive of school improvement and professional development and are committed to continued improvement. This strength is evident in the widespread support of faculty for staff development as they have studied and implemented best practices in a variety of areas that include the Six Traits of Writing, Differentiated Instruction/Assessment, and intervention strategies; and the school has also provided time for interdepartmental and intradepartmental communication. Departments meet monthly and have the same lunch period to encourage collaborative planning with regard to both curriculum and student needs.

The professional development that the school has participated in (the Six Traits of Writing and Differentiated Instruction) focused on the knowledge and skills required to fulfill the performance expectations for the teacher's roles and contributed to the achievement of the school's goals for improvement as related to improving student writing. Teacher participation in the professional development was intended to facilitate the acquisition of new knowledge and skills and the incorporation of best practices.

Park City High School has worked diligently to build skills that foster improvement and change. There is ample support for teachers receiving professional development in in-service instruction at the school and district levels as well as going outside of the school and/or district to attend workshops and receive additional professional development support.

Collaboration and communication are happening within and across content areas. Faculty and departmental meetings are an integral part of this process and serve as a format for teachers to collaborate and share with one another what they have learned and what is working in their classrooms. Time is allowed in faculty meetings to share ideas about effective teaching strategies, and teachers often meet on their own to share ideas about the curriculum and instruction.

The Visiting Team commends Park City High School for the collaboration and professional development among faculty members that are part of the climate of the school. Park City High School is also commended for allotting time at faculty and departmental meetings in support of collaboration among teachers. This is driven by the desires for school improvement.

b)   *To what extent does the school create conditions that support productive change and continuous improvement?*

The Visiting Team found that Park City High School fosters an understanding of the change process among some of those who have a stake in the work of the school. The school is working toward identifying the necessary ingredients to support productive change among all of its stakeholders.

The Visiting Team found that the school supports the work of individuals/groups responsible for implementing school improvement initiatives and continues the commitment to continuous improvement. Park City High School has many wonderful programs in place to foster the change process and move forward in addressing the needs of all of the school stakeholders. These include:

- Academics Count
- School-Wide Assistance Team
- Instructional Teaching Assistants
- Natural Helpers
- Homework Club
- Sheltered Instruction
- Study Skills/Study Hall
- Senior Tutors
- Amegos Unidos
- Content Link
- Responsive Services Counselor
- Scholarship Advisor
- Blending services for students at the Park City Learning Center

In addition, the Visiting Team commends the Special Education Department for the creative ways it has found to support student learning. Content Link has been integral in providing daily specialized instruction for special education students and in meeting IEP goals in additional core content areas. The Visiting Team also

commends the Counseling Department of Park City High School for its outstanding support of all its stakeholders. The Counseling Department is the heart of the school.

Finally, the Visiting Team recognizes the exemplary effort by the Mathematics Department to implement vertical teaming of junior and senior high school mathematics teachers to meet individual student needs at all levels of math ability.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Park City High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Park City High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Park City High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

a)   *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

Because the school did not provide the Visiting Team with any disaggregated data, the Visiting Team found it difficult to assess the action plan in addressing critical areas.

b)   *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The Visiting Team found that Park City High School demonstrated a high level of commitment to student learning. The Visiting Team recommends that the school, using disaggregated data, align its action plan with the DRSLs and further develop its process of self-study aimed at continuous school improvement.

c)   *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The follow-up plan needs to be developed along with ongoing assessment to help guide the school along the paths of continuous improvement.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Park City High School for intervention programs that afford all students with the opportunity to succeed.

- The Visiting Team commends Park City High School for its high expectations and high standards for student achievement, which encourage students to have high expectations for themselves.

- The Visiting Team commends Park City High School for the involvement of all stakeholders, especially community members, in achieving the high standards for student achievement.

- The Visiting Team commends Park City High School for recognizing and addressing the changing demographics of the school, and providing financial support for ELL training for all teachers.

- The Visiting Team commends Park City High School for the positive school climate; students feel safe and accepted.

- The Visiting Team commends Park City High School for continual curriculum development that focuses on the changing needs of students.

- The Visiting Team commends Park City High School for its collaborative effort to utilize school resources for the purpose of helping all students succeed.

- The Visiting Team commends Park City High School for the level of parental support and involvement.

- The Visiting Team commends Park City High School for its adaptation and flexibility during ongoing construction.

Recommendations:

- The Visiting Team recommends that Park City High School continue to collect, disaggregate, and analyze data to understand, develop, and revise DRSLs to drive and enhance student learning. The Visiting Team further recommends that all stakeholders be included in this process to ensure ownership.

- The Visiting Team recommends that Park City High School conduct NSSE surveys of all stakeholders that reflect who is learning and who is not.

- The Visiting Team recommends that Park City High School form focus groups that include the seven areas of NSSE Survey of Instructional and Organizational Effectiveness which are indicators of quality schools, and that time be allocated for the purpose of collaboration.

- The Visiting Team recommends to Park City High School that all departments use collected disaggregated data to drive instruction design and authentic assessment for measuring student achievement.

- The Visiting Team recommends that Park City High School allocate collaboration time embedded in the school day for the purpose of school improvement.